

2010 Special Education Annual Conference

*February 24-26, 2010
Nashville, Airport Marriott*

We're Better Together...



Teamwork Makes A Difference!

2010 Special Education Annual Conference



February 24 - 26, 2010

*Nashville Airport Marriott
Nashville, TN*

FEATURED SPEAKERS

Marilyn Friend, Ph.D. has spent her career as a general education teacher, special education teacher, teacher educator and staff developer. She is currently Chairperson and Professor of Education in the Department of Specialized Education Services at the University of North Carolina at Greensboro where she teaches coursework on inclusive practices and collaboration among service providers. She also currently is serving on the Board of the Teacher Education Division of the Council on Exceptional Children. Her particular areas of interest include skills for collaboration, co-teaching, inclusive school practices, team building, shared problem solving, interpersonal communication, conflict and controversy and home-school communication.

Doug Fuchs, Ph.D. holds the Nicolas Hobbs Chair in Special Education and Human Development at Peabody College of Vanderbilt University. He is also co-director of the Vanderbilt Kennedy Center Reading Clinic. Dr. Fuchs has been principal investigator of 35 federally-sponsored research grants, most of which have come from the U.S. Department of Education. This research has focused on the development of pre-referral interventions, peer-assisted learning strategies in reading and math, curriculum-based measurement procedures, and methods of reintegrating students with high-incidence disabilities into mainstream settings. Dr. Fuchs has a long list of distinguished awards, one of which was recently being identified as one of the 250 most highly cited researchers in the social sciences.

Lynn Fuchs, Ph.D. is the Nicholas Hobbs Professor of Special Education and Human Development at Vanderbilt University, where she also co-directs the Kennedy Center Reading Clinic. She has conducted programmatic research on assessment methods for enhancing instructional planning and on instructional methods for improving reading and math outcomes for students with learning disabilities. Dr. Fuchs has published more than 200 empirical studies in peer-reviewed journals. She sits on the editorial boards of 10 journals, including the *Journal of Educational Psychology*, *Scientific Studies of Reading*, *Elementary School Journal*, *Journal of Learning Disabilities* and *Exceptional Children*. She has been identified by Thompson ISI as one of 250 “most highly cited” researchers in the social sciences and has received a variety of awards to acknowledge her research accomplishments that have enhanced reading and math outcomes for children with and without disabilities.

Christian Moore, M.S.W. is an internationally renowned author, speaker and advocate for at-risk youth. The WhyTry Program he authored has proven to be one of the most effective ways to teach the critical social and emotional skills that determine the success and happiness for individuals facing life's challenges. Christian grew up in the Washington, D.C. area in a family of twelve children. By the second grade, Christian had been diagnosed with Attention Deficit-Hyperactivity Disorder, conduct disorder and severe learning disabilities. Despite overwhelming obstacles, he rose from special education to receive a master's degree in social work and today he is a Licensed Clinical Social Worker.

George Sugai, Ph.D. received his M.Ed. in 1974 and Ph.D. in 1980 at the University of Washington. His primary areas of interests are positive behavior support, systems change, teacher training, emotional and behavioral disorders, social skills instruction, behavioral consultation, behavioral assessment procedures and strategies for effective school-wide, classroom and individual behavior management. He has published over 100 articles, numerous monographs and a number of college textbooks on effective teaching practices, positive behavior support and applied behavior analysis. Dr. Sugai is currently co-director (with Rob Horner at the University of Oregon) of the national Center on Positive Behavior Interventions and Supports (www.pbis.org). The Center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting and sustaining effective school-wide disciplinary practices.

Regarding TASL Credit

At registration, you were given an attendance card and an action plan. Fill in all the blanks on the card, including your Social Security Number. The action plan must be completed by the end of the conference and turned in with your attendance card. The State now requires a sustainability plan where you must explain how you will sustain the initiatives presented at the conference.

Ten (10) hours of credit will be issued for attendance at sessions during the conference. You must attend six (6) breakout sessions plus all three (3) general sessions in order to receive your credit hours.

Everyone will be responsible for getting their attendance card signed by the facilitator in the sessions attended (the general sessions require no signatures).

At the end of the conference, return your attendance card and action plan to the Registration table in the main lobby. All sessions must be attended, because there will be no partial credit given. An attendee will receive the full ten (10) hours or no credit at all.

Conference at a Glance

Tuesday, February 23, 2010

9:30 am - 4:00 pm **2nd Annual Transition Summit** **Cumberland Ballroom**

4:00 - 7:00 pm **Conference Early Registration**

(Early Registration is strongly encouraged. Programs & materials will be available.)

Wednesday, February 24, 2010

7:00 - 9:00 am **Registration/ Coffee Break** **Ballroom Foyer**

9:00 - 12:00 am **General Session** **Nashville Ballroom**

Welcome

Joseph E. Fisher, Assistant Commissioner of Special Education

Greetings from the Department

Dr. Tim Webb, Commissioner of Education

***Positive Behavior Supports and School-Wide Reform Efforts:
Implementation, Challenges and Success***

George Sugai, OSEP Center on PBIS, University of Connecticut

***Keynote - So Happy Together: Building and Sustaining Inclusive
Practices through Our Shared Work***

Marilyn Friend, University of North Carolina at Greensboro

12:00 am - 1:30 pm **Lunch (On Your Own)**

1:30 - 2:45 pm **Breakout Sessions**

Understanding Giftedness: Characteristics and
Social/Emotional Needs Affecting Classroom Behaviors
Area of Emphasis: Gifted

Salon A

Inclusion at Work in Successful Schools in Tennessee
Area of Emphasis: Inclusion

Salon B

Risks of Restraints and Isolation of Students
Area of Emphasis: Behavior

Salon C

Who's in Charge?
Area of Emphasis: Motivation

Salon D

Wednesday, February 24, 2010

1:30 - 2:45 pm

Breakout Sessions Continued

Talking Your Way to Effective Team Meetings <i>Area of Emphasis: Inclusion</i>	Salon E
Transparency: People with Autism and Asperger Syndrome Teaching Teachers <i>Area of Emphasis: Autism</i>	Salon F
Transition and Indicator 13: What You Always Wanted to Know but Were Afraid to Ask (This session will continue after the Break) <i>Area of Emphasis: Transition</i>	Salon G/H
Use of Visual Strategies for Children with Autism <i>Area of Emphasis: Autism</i>	Memphis
Disability Services and the Hispanic Community <i>Area of Emphasis: Disability Resources</i>	Knoxville
How Teaming with a University Engineering Program Can Increase Student Independence <i>Area of Emphasis: Assistive Technology</i>	Chattanooga
When Outside Influences Spill Over into the Classroom <i>Area of Emphasis: Behavior</i>	Jackson
Positive Behavior Interventions and Supports at the Preschool Level <i>Area of Emphasis: Early Childhood / Behavior</i>	Capitol I
EasyIEP™ University: “That was Easy...” – A Beginner’s Workshop for New and End Users <i>Area of Emphasis: EasyIEP™</i>	Capitol II
Positive Behavior Supports and School-Wide Reform Efforts: Implementation, Challenges and Success – Continue the Conversation with Dr. Sugai <i>Area of Emphasis: Behavior</i>	Cumberland Ballroom

2:45 - 3:15 pm

Break

3:15 - 4:30 pm

Breakout Sessions

Gifted with a Technology Twist <i>Area of Emphasis: Gifted</i>	Salon A
Serving to Learn and Learning to Serve <i>Area of Emphasis: Transition</i>	Salon B

Wednesday, February 24, 2010

3:15 - 4:30 pm

Breakout Sessions Continued

Help Is On the Way: Serving Students with Autism Spectrum Disorders <i>Area of Emphasis: Autism</i>	Salon C
Close Encounters with People of the Third Kind <i>Area of Emphasis: Motivation</i>	Salon D
Data-Driven Compliance Monitoring: Changes, Results and Beyond <i>Area of Emphasis: Compliance</i>	Salon E
Preschool Inclusion: Yes, It Can Work! <i>Area of Emphasis: Early Childhood</i>	Salon F
Transition and Indicator 13: What You Always Wanted to Know but Were Afraid to Ask (Session Continues) <i>Area of Emphasis: Transition</i>	Salon G/H
Improving the Dropout Rate for Students with Disabilities <i>Area of Emphasis: Dropout Prevention</i>	Memphis
The Departmentalization of Middle School Special Education Programs <i>Area of Emphasis: Middle School</i>	Knoxville
Motivation Strategies for FBA and BIP <i>Area of Emphasis: Behavior</i>	Chattanooga
BRAIN INJURY 101: Supporting Students with TBI in the Classroom <i>Area of Emphasis: TBI</i>	Jackson
Aligning All Available Resources in the State – Getting Everyone on the Same Page: Positive Behavior Support Efforts and RTI. (Invitation session for Behavior grant personnel, SIG grant personnel and invited staff) <i>Area of Emphasis: Behavior / RTI</i>	Capitol I
EasyIEP™ University: EasyIEP™ Administrator Training 1.0 – Training and Feature Update <i>Area of Emphasis: EasyIEP™</i>	Capitol II

Wednesday, February 24, 2010

4:45 - 6:00 pm

Refreshments and Conversation

Cumberland Ballroom

MEET, GREET, & EAT!

The staffs of the TN Department of Education, Support & Training for Exceptional Parents (STEP, Inc.), local education agencies, and other disability groups all share a common goal of involving families in the education of their children with disabilities and working collaboratively for positive outcomes for children.

Come and be a part of this opportunity to network and discuss our common objectives

The staff of STEP, Inc. will also make a short presentation and introduce their new director.

Thursday, February 25, 2010

7:30 - 8:30 am	Registration/ Coffee Break	Ballroom Foyer
8:30 - 9:45 am	General Session <i>Keynote - Why Try? Overcoming Poverty, Violence and Failure</i> Christian Moore, <i>The WhyTry Organization</i>	Nashville Ballroom
9:45 - 10:15 am	Break	
10:15 - 11:30 am	Breakout Sessions	
	Using Differentiated Instructional Strategies and Progress Monitoring Tools to Promote Reading Fluency in Inclusion Classrooms <i>Area of Emphasis: Instruction</i>	Salon A
	Regroup, Rethink and Reteach: Effective Practices in Special Education <i>Area of Emphasis: Instruction</i>	Salon B
	High School Social Interaction Program for Students with Autism Spectrum Disorders and Intellectual Disabilities <i>Area of Emphasis: Autism</i>	Salon C
	What do we do after we enter our data into TOPS? (This session will also be repeated today at 1:30 pm) <i>Area of Emphasis: Transition</i>	Salon D
	Why Try? Building Hope in Exceptional Children <i>Area of Emphasis: Behavior</i>	Salon E
	Using the Torrance Test of Creativity in Gifted Assessment <i>Area of Emphasis: Gifted</i>	Salon F
	School-Wide Positive Behavior Support: A Look at the Development and Implementation of SWPBS at Ridgeview Elementary in Washington County... "Have You Seen Our Raptor Claws?" <i>Area of Emphasis: Behavior</i>	Salon G/H
	Creative Ideas for Supporting Literacy with Simple Communicative Devices <i>Area of Emphasis: Assistive Technology</i>	Memphis
	Private Schools: Stimulus and Beyond <i>Area of Emphasis: ARRA Funds</i>	Knoxville
	Why Didn't We Think of This Before? Four Home-School Collaboration Projects <i>Area of Emphasis: Collaboration</i>	Chattanooga

Thursday, February 25, 2010

10:15 - 11:30 am

Breakout Sessions Continued

Overview of Postsecondary Program Expansion <i>Area of Emphasis: Transition</i>	Jackson
Project SUPPORT and INCLUDE: Building a Comprehensive Plan to Support Student Academic, Behavioral and Social Skills Needs of Students across the K-12 Continuum <i>Area of Emphasis: Behavior</i>	Capitol I
EasyIEP™ University: EasyIEP™ Best Practices – A District Showcase of Innovative Ways to Use EasyIEP™ <i>Area of Emphasis: EasyIEP™</i>	Capitol II
Theoretical and Practical Implications of School-Wide Positive Behavior Support for Inclusion of Students with Disabilities in West TN <i>Area of Emphasis: Behavior</i>	Cumberland Ballroom

11:30 am - 1:00 pm Lunch (On Your Own)

12:00 - 1:15 pm

“Brown Bag” Mid-Day Sessions

The Wingman: Roles and Responsibilities of the Paraprofessional in Special Education <i>Area of Emphasis: Paraeducators</i>	Salon A
Learning to Speak Up for Ourselves <i>Area of Emphasis: Self Advocacy / Transition</i>	Salon B
Understanding Underachievement in Gifted Learners and Strategies to Reverse the Trend <i>Area of Emphasis: Gifted</i>	Salon C
Response to Intervention: A Team Effort <i>Area of Emphasis: RTI</i>	Salon D
The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children <i>Area of Emphasis: Early Childhood</i>	Salon E
Let Your Voice Be Heard: Student Curriculum Collaboration through the Use of Interactive Technology <i>Area of Emphasis: Assistive Technology</i>	Salon F
Vocational Rehabilitation: Understanding the Ins and Outs of Eligibility <i>Area of Emphasis: Transition</i>	Salon G/H
First Aid for Seizures <i>Area of Emphasis: Health</i>	Memphis

Thursday, February 25, 2010

12:00 - 1:15 pm

Mid-Day Sessions Continued

Integrating State Standards into the CD Classroom
Area of Emphasis: Instruction

Knoxville

Student-Driven IEPs Lead the Way through
Secondary Transition
Area of Emphasis: Transition

Chattanooga

Finding Disability Resources Related to Transition
Area of Emphasis: Transition

Jackson

High School and Positive Behavior Supports:
The Good, the Bad and the Ugly
Area of Emphasis: Behavior

Capitol I

EasyIEP™ University: EasyIEP™ Help Desk LIVE
Area of Emphasis: EasyIEP™

Capitol II

1:30 - 2:45 pm

Breakout Sessions

Seeing Life through a Different Lens: Working and
Communicating with Families
Area of Emphasis: Early Childhood / Family

Salon A

Using the K-12 Intellectually Gifted Scoring Grid:
It's Not As Easy As You Think!
Area of Emphasis: Gifted

Salon B

Progress Monitoring 101
Area of Emphasis: RTI

Salon C

What do we do after we have entered our data into TOPS?
(This is a repeat of the 10:15 am session)
Area of Emphasis: Transition

Salon D

New High School Graduation Requirements
(This session will also be repeated Friday at 7:20 am)
Area of Emphasis: Graduation

Salon E

Class-Wide Applications of Positive Behavior Supports:
Group Contingencies and Peer Interventions
Area of Emphasis: Behavior

Salon F

Early Childhood Outcomes: The Painless Path to
Successful Documentation
(This session will be repeated at 3:15 pm)
Area of Emphasis: Early Childhood

Salon G/H

Effective Instruction
Area of Emphasis: Instruction

Memphis

Thursday, February 25, 2010

1:30 -2:45 pm	Breakout Sessions, continued	
	Transition 101 <i>Area of Emphasis: Transition</i>	Knoxville
	Embedding Social Skills into any Curriculum <i>Area of Emphasis: Autism</i>	Chattanooga
	Sensory, Keeping it Real! <i>Area of Emphasis: Sensory</i>	Jackson
	Standards-Based IEPs: the Background, the Issues & Practical Advice for Implementation (This session will also be repeated on Friday at 7:20 am.) <i>Area of Emphasis: IEPs</i>	Capitol I
	EasyIEP™ University: Calendars and Progress Reports <i>Area of Emphasis: EasyIEP™</i>	Capitol II
	Findings and Issues from Research in Early Childhood Development (This session will continue after the Break) <i>Area of Emphasis: Early Childhood</i>	Cumberland Ballroom
2:45 - 3:15 pm	Break	
3:15 - 4:30 pm	Breakout Sessions	
	SIMplifying Inclusion for Middle and High School Students <i>Area of Emphasis: Inclusion</i>	Salon A
	Building Capacity of Special Education Programs through Quality Mentoring and Coaching <i>Area of Emphasis: Mentoring / Coaching</i>	Salon B
	Assistive Technology on a Shoestring Budget <i>Area of Emphasis: Assistive Technology</i>	Salon C
	STRIVE District-Wide Inclusion Model: A Research-Based Professional Developmental Program <i>Area of Emphasis: Inclusion</i>	Salon D
	Positive Behavior Support, Three-Tiered Academic Interventions and Inclusion: Current Status and Recent Findings from 5 State Funded Projects <i>Area of Emphasis: Behavior</i>	Salon E
	Strategies for Working with the Gifted <i>Area of Emphasis: Gifted</i>	Salon F

Thursday, February 25, 2010

3:15 - 4:30 pm

Breakout sessions continued

Early Childhood Outcomes: The Painless Path to Successful Documentation

(This is a repeat of the 1:30 pm session)

Area of Emphasis: Early Childhood

Salon G/H

Helping Your Child Grow: Parent Guidebooks for Children Birth to 3 and 3 to 5. Understanding the TN Early Learning Standards (TNELDS)

Area of Emphasis: Early Childhood

Memphis

To FBA or Not: This is NOT the Question!

Area of Emphasis: Behavior

Knoxville

Friends Life – “An extraordinary place where our Friends experience the ordinary miracles of life”

Area of Emphasis: Transition

Chattanooga

Special Session for BASE-TN Grantees

Area of Emphasis: BASE-TN

Jackson

“Tune-Ups or Overhauls?” Bringing Behavioral Programming In for a Check Up

Area of Emphasis: Behavior

Capitol I

EasyIEP™ University: EasyIEP™ Administrator Training 2.0 – Training the Experts

Area of Emphasis: EasyIEP™

Capitol II

Findings and Issues from Research in Early Childhood Development
(Session Continuation)

Area of Emphasis: Early Childhood

Cumberland Ballroom

Friday, February 26, 2010

7:00 - 8:30 am **Coffee Break** **Ballroom Foyer**

7:20 - 8:20 am **Early Bird Sessions:**

Self-Determination and Career Planning Model **Salon A**
Incorporated in Tennessee Schools
Area of Emphasis: Transition

Identifying and Serving English Language Learners in **Salon B**
Special Education
Area of Emphasis: ELL

Don't Duck Mental Health with I.C. HOPE® **Salon C**
Area of Emphasis: Mental Health

Standards-Based IEPs: the Background, the Issues & **Salon D**
Practical Advice for Implementation
(This session is a repeat of Thursday at 1:30 pm)
Area of Emphasis: IEPs

New High School Graduation Requirements **Salon E**
(This session is a repeat of Thursday at 1:30 pm)
Area of Emphasis: Graduation

Pathways to School Readiness: Working with Parents and **Salon F**
Teachers to Prepare Children for Kindergarten
Area of Emphasis: Early Childhood

Early Childhood Outcomes: Where Are We Now and Where **Salon G/H**
Are We Going? National Trends and Analyzing Data
Area of Emphasis: Early Childhood

EasyIEP™ University: Data Importing **Capitol II**
Area of Emphasis: EasyIEP™

8:30 - 9:45 am **Breakout Sessions**

Innovative Service Delivery Models for the School-Based **Salon A**
Speech/ Language Pathologist
Area of Emphasis: Speech / Language

The Upper Cumberland AT Center - A Virtual Center and **Salon B**
Living Technology: How to Use This Unique Approach to AT
Delivery for Students with Disabilities in Inclusion Settings
Area of Emphasis: Assistive Technology

Creating a Culture of Coaching in Special **Salon C**
Education Classrooms
Area of Emphasis: Coaching

Friday, February 26, 2010

8:30 - 9:45 am

Breakout sessions continued

Web-Based Training Materials on Evidence-Based Practices for Use in Professional Development
Area of Emphasis: Behavior

Salon D

Steps to Success – A Practical Guide to Transition for Parents in TN's Early Intervention System (TEIS)
Area of Emphasis: Early Childhood / Transition

Salon E

Autism Spectrum Disorders: Characteristics, Interventions and Support
Area of Emphasis: Autism

Salon F

Designing Exemplary Programs for Gifted Learners: What Do They Look Like?
Area of Emphasis: Gifted

Salon G/H

The Relationship Between Teacher and Paraeducator
Area of Emphasis: Paraeducators

Memphis

I have an Intellectual Disability, BUT I'm also a College Student at Vanderbilt
Area of Emphasis: Transition

Knoxville

Exploring Assistive Technologies: Using Tools for a Successful Classroom
Area of Emphasis: Assistive Technology

Chattanooga

Growing SWPBS in Metro Nashville Public Schools
Area of Emphasis: Behavior

Jackson

Implementing RTI Using Title I, Title II and CEIS Funds: Key Issues for Decision Makers
Area of Emphasis: RTI

Capitol I

EasyIEP™ University: Control Your Own EasyIEP™ Destiny – How to Manage Your Own Users
Area of Emphasis: EasyIEP™

Capitol II

TCAP Assessments 101
Area of Emphasis: Assessment

Cumberland Ballroom

9:45 - 10:15 am

Break

Friday, February 26, 2010

10:15 am - 12:00 **Closing Session Nashville Ballroom**

***Keynote - Special Education: Our Current and
Future Role in School Reform***

Doug and Lynn Fuchs, *Vanderbilt University*

Exemplary Program Awards, presentation by Joseph E. Fisher

Yoakley Award, presentation by Joseph E. Fisher

12:00 pm **Conference Concludes**

Conference Program

Tuesday, February 23, 2010

9:30 am - 4:00 pm **2nd Annual Transition Summit** **Cumberland Ballroom**

4:00 - 7:00 pm **Conference Early Registration**

(Early Registration is strongly encouraged. Programs & materials will be available.)

Wednesday, February 24, 2010

7:00 - 9:30 am **Registration/ Coffee Break** **Ballroom Foyer**

9:00 - 12:00 am **General Session** **Nashville Ballroom**

Welcome

Joseph E. Fisher, Assistant Commissioner of Special Education

Greetings from the Department

Dr. Tim Webb, Commissioner of Education

***Positive Behavior Supports and School-wide Reform Efforts:
Implementation, Challenges and Success***

George Sugai, OSEP Center on PBIS, University of Connecticut

The goal of this presentation is to explore what we know about school-wide program reform in positive behavior supports (PBS) and response to intervention (RTI). Components of school-wide reform, including setting events, training and ongoing support, that are critical to effective and sustained implementation will be discussed. Possible reasons why the best we know is not practiced in the majority of schools and why many implementation efforts fail will be shared and implementation challenges and successes will be discussed.

***Keynote - So Happy Together: Building and Sustaining
Inclusive Practices through Our Shared Work***

Marilyn Friend, University of North Carolina at Greensboro

Are there challenges to be faced in educating the tremendously diverse learners in today's schools? Of course. Is it possible to overcome these challenges? Absolutely. But with so much to know and do, how will we ever achieve our goals? Together - it's the only way, and in this affirming and inspiring session, Dr. Friend will explore how each person in schools plays a central - but not isolated - role helping children to achieve their potential and how collaboration can sustain school professionals as they engage in their vital work.

Wednesday, February 25, 2009

12:00 am - 1:30 pm **Lunch (On Your Own)**

1:30 - 2:45 pm **Breakout Sessions**

Understanding Giftedness: Characteristics and Social/Emotional Needs Affecting Classroom Behaviors

Salon A

Bonnie Digby, *Consulting Teacher for Gifted Programs, Montgomery County Schools*

This session will introduce participants to characteristics of gifted students and possible classroom behaviors associated with these characteristics. Cognitive and affective characteristics which may lead to over-excitabilities in these areas will be discussed.

Inclusion at Work in Successful Schools in Tennessee

Salon B

Susan Benner, *Professor and Department Head*, Sherry Bell, *Associate Professor*, and Anne McGill-Franzen *Department of Theory and Practice in Teacher Education, UT Knoxville*

Research, which was conducted as part of the work of the Tennessee State Improvement Grant (TN SIG), involving several successful schools in Tennessee indicates that the effective inclusion of many special education students in general education settings is on the increase. In this session, results from the study will be discussed, with an emphasis on these inclusionary practices and the teacher collaboration that supports the practices.

Risks of Restraints and Isolation of Students

Salon C

Shirley Flowers, *Supervisor of Exceptional Children and Health Services, Memphis City Schools*

This presentation will cover all aspects of the Special Education Isolation and Restraint Modernization Act that took effect January 1, 2009. Policies regarding the use of restraints, how to minimize unnecessary physical intervention and a discussion on various kinds of alternatives used to avoid conflict will be addressed.

Who's In Charge?

Salon D

Dave Weber, *President, CEO, Weber Associates*

Over the last two decades, research has consistently shown that culture and climate issues dramatically impact results. Great educators are those who recognize that "atmospheres don't happen... something causes them to be what they are." Taking a fun look back at the table where you ate many of your meals as a child, this session will help you identify leadership principles to practice in order to thrive in today's classroom environment and create a great place to learn.

1:30 - 2:45 pm

Breakout Sessions Continued

Talking Your Way to Effective Team Meetings

Salon E

Marilyn Friend, *University of North Carolina at Greensboro*

Have you ever thought about a team meeting, perhaps one that did not go as planned, and wished that you could hit “rewind” and start over again? Not possible, but in this session you’ll learn specific strategies for promoting effective collaboration. Based on your input and questions, the session will address how to raise touchy topics, how to respond to others when resistance is perceived, how to encourage participation by all members, and how to respond in difficult or awkward situations. If you’ve ever said, “I wish I knew what to say when...,” here is your opportunity to find out the answer!

Transparency: People with Autism and Asperger Syndrome Teaching Teachers

Salon F

Dena Gassner, *Director, The Center for Understanding*

Educators rarely have the opportunity to hear how the students they serve experienced the educational experience. In this presentation, participants will hear from a panel of individuals who are adults with autism spectrum differences. They will express what school was like for them and what it *could have been*. Another participant who is a parent with Asperger will share what school meetings are like for her.

Transition and Indicator 13: What You Always Wanted to Know but Were Afraid to Ask

Salon G/H

Ed O’Leary, *Educational Consulting, Inc.*

Are transition services and Indicator 13 a problem? This interactive double session will provide you with a clear basic understanding of the ‘what’, ‘how’ and ‘why’ of transition planning and Indicator 13. Dr. O’Leary will provide concrete examples of each of the transition requirements and distribute a handout that has proven to be a valuable resource for teachers in writing transition services into the IEP. This session will continue after the break.

Use of Visual Strategies for Children with Autism

Memphis

Julie Ton, *Project Coordinator, Positive Behavior Support & Inclusion (PBSI)*, Amber Waterman, *Behavior Analyst, Scarab Behavioral Health Services* and John Wheeler, *Primary Investigator, PBSI*

This workshop will provide an overview on the visual tools as an evidence-based strategy for learners with autism. Providing visual assistance in the school environment may increase a wide variety of positive behaviors including: independence, compliance, on-task behavior and academic engagement. The workshop will also include a brief rationale from current research literature, an overview of the types of visual tools used across

1:30 - 2:45 pm Breakout Sessions Continued

Pre-K through high school and a tutorial on how to create such visual tools. It is recommended for attendees to bring their laptops with uploaded images; templates will be provided by PBSI.

Disability Services and the Hispanic Community Knoxville Cecilia Melo-Romie, *DIDS Hispanic Outreach Specialist, Tennessee Disability Pathfinder*

Overview of Tennessee Disability Pathfinder's Hispanic Outreach Project, which includes: a statewide bilingual HELpline; website resources on a local, state and national level; online Camino Seguro database of bilingual providers; family support groups; and community trainings. Practical tips on accessing the online databases (i.e. the statewide agency database and the Camino Seguro database of bilingual providers), working with families in the Hispanic community and other disability resources will be provided. Disability Pathfinder is a project of the Vanderbilt Kennedy Center and Tennessee Council on Developmental Disability.

How Teaming with a University Engineering Program Chattanooga **Can Increase Student Independence** Cecelia M. Wigal, *Professor and Assistant Dean, College of Engineering and Computer Services, UT Chattanooga*, Molly Littleton, *Director of Assistive Technology Center* and Sarah Mak, *Coordinator of Assistive Technology Services, Signal Centers*

The Tennessee Department of Education provides grant support to the Engineering Program at the University of Tennessee at Chattanooga (UTC) to design, prototype, test, evaluate and disseminate products, procedures and services that apply adaptive and assistive technologies to children Pre-K to high school with special needs and their families and support providers. The program at UTC embeds this activity in two courses – the freshman Introduction to Engineering Design (IED) course and the junior/senior interdisciplinary design course sequence. The UTC Engineering program teams with the Signal Centers Assistive Technology Center to identify needy clients and oversee the projects. The project, titled "Technology Designed to Benefit," began the fall of 2005. Over 50 projects are now completed; over 200 children and families have benefited and are benefitting; and over 220 UTC students and 6 school districts and agencies in Southeast Tennessee have participated. The result: many children are receiving help in becoming independent and college students are experiencing how engineering can benefit our society.

1:30 - 2:45 pm

Breakout Sessions Continued

When Outside Influences Spill Over into the Classroom **Jackson**
Garrette Robinson, *Alternative School Teacher, Elizabethton High School, Elizabethton City Schools*

When a student's needs are not being met at home, how can we expect to meet their academic needs? Often times, outside influences will keep a student from achieving their full potential, but this is not their fault. This workshop will focus on ways to meet students at their level and progress from there.

Positive Behavior Interventions and Supports at the **Capitol I**
Preschool Level
Susan Martin, *Educational Consultant, Connections for Education OUTReach, UT Knoxville*

There are unique considerations for the early childhood sector when implementing School-Wide Positive Behavior Supports (SWPBS). This session will give the general framework of SWPBS with examples of how preschools can be included within the larger school system.

EasyIEP™ University: "That was Easy..." – A Beginner's **Capitol II**
Workshop for New and End Users
Alicia Smith and Katie Ragsdale, *Public Consulting Group, Inc.*

This workshop is designed to be a great review or a good introduction to EasyIEP™ for beginners. We will look at creating an IEP in EasyIEP™, reviewing goals and objectives banks and many more items to help you get comfortable with EasyIEP™. Our goal is for you to say "That was easy" at the end of the training. Designed for any EasyIEP™ user – any level.

Positive Behavior Supports and **Cumberland Ballroom**
School-Wide Reform Efforts: Implementation
Challenges and Success – Continue the Conversation with Dr. Sugai
George Sugai, *OSEP Center on PBIS, University of Connecticut*

Continue the conversation on what we know about school-wide program reform in positive behavior supports (PBS) and response to intervention (RTI). Components of school-wide reform, including setting events, training and ongoing support, that are critical to effective and sustained implementation will be discussed in a smaller group setting. Possible reasons why the best we know is not practiced in the majority of schools and why many implementation efforts fail will be shared and implementation challenges and successes will be discussed. Be ready with your questions for Dr. Sugai.

Wednesday February 24, 2010

2:45 - 3:15 pm **Break**

3:15 - 4:30 pm **Breakout Sessions**

Gifted with a Technology Twist

Salon A

Mandy Bushart, *Special Education Teacher* and Beck Burks, *Technology Coach, Lauderdale County Schools*

Are you meeting the needs of today's digital learners in your classroom? Let's take our gifted students to the next level. Be prepared to explore the use of podcasts, wikis and webquest in this session.

Serving to Learn and Learning to Serve

Salon B

Susan Burton, *Service Learning Coordinator*, Melissa McElroy, *CDC Teacher*, Lucretia Veazey, *SLP*, Ascenith Luker, *CDC Teacher*, Emily Parker, Leigh Anne Durham, Gay Gore, *Henry County Schools*

This presentation will provide a brief overview of service learning and the benefits for special education students and teachers. Special education teachers will highlight their projects. Projects involving students with mild to severe disabilities will be included.

Help Is On the Way: Serving Students with Autism Spectrum Disorder

Salon C

Kelly Wendel, *Educational Consultant, Vanderbilt Kennedy TRAIID*

Students with autism spectrum disorder (ASD) present a unique set of characteristics that impact teaching and learning. Educators who work with this population require autism-specific training and ongoing support. Through this presentation, participants will learn about the recommended practices for educating students with ASD and the resources available both locally and statewide to address the needs of students, educators and families.

Close Encounters with People of the Third Kind

Salon D

Dave Weber, *President, CEO, Weber Associates*

Have you ever been working with or speaking to co-workers, parents or students and said to yourself, "What planet are you from?" Or, have you ever thought you really had someone "pegged" only to find out they were not like you thought at all, and you had completely misread them? Instantly applicable to the conference table or the kitchen table, this session will help you learn to deal with co-workers, parents, students *and everyone else in your life* with greater insight, understanding and effectiveness.

3:15 - 4:30 pm

Breakout Sessions Continued

Data-Driven Compliance Monitoring: Changes, Results and Beyond

Salon E

Compliance Monitoring Team, *Division of Special Education*

Significant changes have been made to the process of On-Site Compliance Monitoring in the 2009-2010 school year. These significant changes and how the data-based results from monitoring have impacted the State's Monitoring Team and school districts will be reviewed. School districts that have been monitored this school year will present from the LEAs perspective using this revised process.

Preschool Inclusion: Yes, It Can Work!

Salon F

Pat Reese, *Pre-K Supervisor* and Trudy Brewer, *Program Supervisor, Exceptional Children, Memphis City Schools*

There are many different ways to provide inclusive services to meet the LRE/FAPE requirements for children ages 3-5 years of age. This is an interactive presentation which will discuss creative ways to provide inclusive services for preschool students. Collaborative efforts and creative strategies between Memphis City Schools, Shelby County Head Start and Voluntary Pre-K programs will also be discussed.

Transition and Indicator 13: What You Always Wanted to Know but Were Afraid to Ask

Salon G/H

Ed O'Leary, *Educational Consulting, Inc.*

Session continues

Improving the Dropout Rate for Students with Disabilities

Memphis

Bob Blair, *Middle TN Coordinator*, Larry Greer, *West TN Coordinator* and Robert Winstead, *East TN Coordinator, Division of Special Education Regional Resource Services*

This session will provide an overview of the Division of Special Education's initiative to improve the dropout rate for students with disabilities.

The Departmentalization of Middle School Special Education Programs

Knoxville

Maria James, *Middle School Special Education Teacher*, David Bailey, *Assistant Principal* and Marcy Hughes, *Special Education Supervisor, Knox County Schools*

Departmentalizing the special education department allows teachers to teach one or two academic areas rather than five. Any teacher who has ever been required to teach five different subjects can appreciate the relief that this program brings. The theory is that if teachers have fewer subjects for which to plan, they can create better lessons using best practices. The

3:15 - 4:30 pm

Breakout Sessions Continued

added benefits of this plan include educators being able to participate in Professional Learning Communities and having additional intervention time in which they can provide support to struggling students. The students are allowed the privilege of changing classrooms and teachers like the regular education students.

Motivation Strategies for FBA and BIP

Chattanooga

Donna Yeane, *School Psychologist* and Ashley Talley, *Special Education Teacher, Loudon County Schools*

Often, FBA and BIPs fail due to the absence of motivations that will impact the student's behavior. During this presentation, practical strategies and tips to support positive behavior changes for challenging behaviors will be presented and samples will be shared. Time for discussion will occur to ensure that these strategies can be successful when applied to individual school settings.

BRAIN INJURY 101: Supporting Student with TBI in the Classroom

Jackson

Wanda Baker, *Resource Specialist/Trainer*, Paula Denslow, *Project Coordinator* and Jennifer Rayman, *Resource Specialist/Trainer, TN Disability Coalition Project BRAIN*

Traumatic Brain Injury? Concussion? Head Injury? Beginning with a basic understanding of brain injury and the potential impact it may have on students in all aspects of their lives, the audience will learn of valuable resources for their schools and families that they can take back and share.

Aligning All Available Resources in the State – Positive Behavior Supports Efforts and RTI: Getting Everyone on the Same Page

Capitol I

George Sugai, *OSEP Center on PBIS, University of Connecticut*, Veronica McDonald, *Director of Program Improvement* and Donna Parker, *State Personnel Development Grant Consultant, Division of Special Education*

This is a private session with Dr. Sungai to discuss alignment of school reform efforts including positive behavior supports and RTI. The new State Personnel Development Grant (SPDG) grant will be discussed, the existing behavior grants will be reviewed and Dr. Sungai will consult with staff on the best methods to align and integrate activities. Note: This session is for behavior grant personnel, SIG grant personnel and invited staff.

3:15 - 4:30 pm Breakout Sessions Continued

**EasyIEP™ University: EasyIEP™ Administrator
Training 1.0 – Training & Feature Update**

Capitol II

Beth Carter and Susan Schwartz, *Public Consulting Group, Inc.*

We have expanded our annual “update” session to include a look at general information that every administrative user should know about EasyIEP™. In addition to reviewing EasyIEP™ features released since the 2009 Special Education Conference, this session will also include updates and reminders covering: transferring a student, editing/deleting events on the student’s history page, disability error checklist, inactivating students, finalizing IEPs after a transfer or re-activation event, compliance and IEP Addendums. Designed for Any EasyIEP™ User – Administrative level.

4:45 - 6:00 pm Reception

Cumberland Ballroom

4:45 - 6:00 pm Refreshments and Conversation

Cumberland Ballroom

MEET, GREET, & EAT!

*The staffs of the TN Department of Education, Support & Training
for Exceptional Parents (STEP, Inc.), local education agencies, and
other disability groups all share a common goal of involving families
in the education of their children with disabilities and working
collaboratively for positive outcomes for children.*

*Come and be a part of this opportunity to network
and discuss our common objectives*

*The staff of STEP, Inc. will also make a short presentation
and introduce their new director.*

Thursday, February 25, 2010

7:30 - 8:30 am	Registration/ Coffee Break	Ballroom Foyer
8:30 - 9:45 am	General Session Keynote: <i>Why Try? Overcoming Poverty, Violence and Failure</i> Christian Moore, <i>The Why Try Organization</i> Christian Moore will share motivational stories from his own life experience as a youth with severe learning disabilities. He will walk the audience through the social and emotional assets that allowed him to get a masters degree and become a nationally recognized child advocate. He will explore the seeds of motivation and hope which enable children to overcome poverty, violence and failure.	Nashville Ballroom
9:45 - 10:15 am	Break	
10:15 - 11:30 am	Breakout Sessions Using Differentiated Instructional Strategies and Progress Monitoring Tools to Promote Reading Fluency in Inclusion Classrooms Stuart E. Bernstein, <i>Professor of Psychology</i> and Beverly J. Boulware, <i>Inclusion Consultant MTSU PBIS Initiative, Middle TN State University</i> Audience participants will engage with the presenters in inquiry activities designed to promote an understanding of the cognitive processes behind reading fluency. Progress monitoring tools such as DIEBELS and AIMSWEB will be discussed. Inclusive teaching strategies fostering learners' automaticity at the word level and the passage level used by the inclusion consultant in inclusion settings in elementary schools will be demonstrated.	Salon A
	Regroup, Rethink and Reteach: Effective Practices in Special Education Pamela Weaver, <i>Special Education Teacher, Liberty Eylau High School, Texarkana, Texas</i> With increasing accountability for achieving benchmark standards with special education students, the challenge is greater than ever for administrators and special education teachers to enhance existing techniques and discover new ones in order to effectively reach and teach students. This session will examine proven practices from Texas schools and the effective methods used in both urban and rural classrooms ranging from mild to severe disabilities.	Salon B

10:15 - 11:30 am Breakout Sessions Continued

High School Social Interaction Program for Students with Autism Spectrum Disorders and Intellectual Disabilities **Salon C**

Carolyn Hughes, *Professor of Special Education*, Nicollete Brigham, *Director of Outreach*, Joseph Casey Cosgriff and Amy Mueller, *Graduate Assistants, Vanderbilt University*

Presenters will describe their innovative program for increasing social interaction among high school students with ASD and ID and their general education peers. Unique features of this program are: (a) teaching social interaction skills in students' everyday high school settings, (b) having peers serve as mentors to facilitate social inclusion and help students with ASD and ID to "fit in" socially and (c) supporting peer mentors in their interactions with students with ASD and ID. We will describe our progress to date in the program and have an interactive discussion allowing audience members to share their input and experiences with similar programs.

What do we do after we have entered our data into TOPS? **Salon D**

Ed O'Leary, *Educational Consulting, Inc.*

You've gone through the TOPS training. You've conducted the file reviews and self-assessments. You've entered the data into the online system. So, what's the next step in using the data for improvement, planning and demonstrating results? Dr. O'Leary will talk about how you can use your data and demonstrate several new features and reports that are available to districts for improvement planning and reporting correction of noncompliance in relation to Indicator 13. This session will also be repeated today at 1:30 pm.

Why Try? Building Hope in Exceptional Children **Salon E**

Christian Moore, *Founder of the WhyTry Organization*

This workshop will emphasize a strength-based approach to helping youth overcome their challenges by teaching social and emotional life skills using "multiple intelligence" methods that address the youths' learning styles. Remediating social and emotional deficits is demonstrated to build hope and success in exceptional children.

Using the Torrance Test of Creativity in Gifted Assessment **Salon F**

Tara Strang, *School Psychologist, Hamilton County Schools* and Leah Meulemans, *Teacher of Gifted & President of the TN Association for the Gifted*

The Torrance Tests of Creative Thinking have been used in over 2,000 studies and have been translated into more than 32 languages since the origination. These tests have emerged as the premier standardization instrument for the measure of creativity and creative potential. In this

10:15 - 11:30 am **Breakout Sessions Continued**

session, presenters will discuss the appropriateness of using the Torrance in gifted evaluations, will demonstrate administration of the Torrance and will explain the importance of Torrance scores to the Tennessee Intellectually Gifted criteria.

School-Wide Positive Behavior Support: A Look at the Development and Implementation of SWPBS at Ridgeview Elementary in Washington County... "Have You Seen Our Raptor Claws?" **Salon G/H**

Leia Blevins, *Associate Director*, Ashley Hansen, *Project Coordinator*, Rick Aroney, *Coordinator*, Jim Fox, *Director*, *ETSU PBSI Project* along with Peggy Greene, *Principal*, *Ridgeview Elementary, Washington County Schools*

This session will outline the development and implementation of SWPBS at a K-8 school in Washington County, TN. An overview of procedures, issues, outcomes and data driven decisions and celebrations will be presented.

Creative Ideas for Supporting Literacy with Simple Communicative Devices **Memphis**

Peggy Paulson, *Assistive Technology Consultant*, *AT4Kids, LLC* and Janice Reese, *Director of Assistive Technology*, *Little TN Valley Educational Cooperative*

This session is designed to provide teachers and Assistive Technology practitioners with creative ideas for the use of simple voice output devices with literacy tasks in the classroom. Examples of adapted toys, puzzles, etc. will be demonstrated and resources provided for replication.

Private Schools: Stimulus and Beyond **Knoxville**

Teri Graber, *Compliance Monitor/Private School Facilitator* and Kathy Vick, *Special Education Teacher*, *Memphis City Schools*

IDEA 2004 regulations define obligations local education agencies have to children with disabilities attending private schools. We have learned over the years about proportionate funding, service plans, child find and the like. This year, Congress passed the American Recovery and Reinvestment Act (ARRA) making stimulus funds available to private school students. Come learn more about IDEA 2004 private school provisions and discuss ways ARRA stimulus funds can be managed and spent.

10:15 - 11:30 am Breakout Sessions Continued

Why Didn't We Think of This Before?

Chattanooga

Four Home-School Collaboration Projects

Dana Simpson, *Behavior Consultant*, Carolina George, *Parent*, Michelle Hennessee, *Parent*, Marci Hutchings, *Parent/Teacher* and Shannon Jacobs, *Teacher*, *Warren County Schools*

Parents and schools can do some innovative things around kids when they put their collaborative thinking caps on. Through a Department of Education grant, Warren County Schools has experimented with some projects with results worth sharing. The “**Big RED Book**” of Really Essential Documents; the “**All About Me**” Book, the “**VIP**” (Video Introduction Project), and the Autism/Asperger's Support Group are all products and projects that came from parent-school collaborations.

Overview of Postsecondary Program Expansion

Jackson

Elise McMillan, *Co-Director*, *Vanderbilt Kennedy Center for Excellence in Developmental Disabilities*, John Harris, *Director*, *Disabled Student Services*, *MTSU*, Elizabeth Fussell, *Director*, *Center on Disability and Employment*, *UT* and Alice Kim, *Coordinator*, *Next Step at Vanderbilt*, *Vanderbilt University*

Across the nation, the landscape of postsecondary education opportunities for students with intellectual disabilities is changing rapidly. To ensure that Tennessee keeps up with that pace, the Tennessee Task Force for Postsecondary Education for Students with Intellectual Disabilities has been working to raise awareness and encourage the development of postsecondary options on Tennessee's university and college campuses. This presentation will offer an overview of postsecondary program expansion, information on changes to the Higher Education Opportunity Act that will provide funding for students with intellectual disabilities and information on a Capacity Building Institute sponsored by Think College taking place in April 2010 in Nashville.

Project SUPPORT and INCLUDE: Building a Comprehensive Plan to Support Student Academic, Behavioral and Social Skills Needs of Students across the K-12 Continuum

Capitol Hill

Wendy Peia Oakes, *Research Associate*, Mary Crnabori, *Caroline McCoy* and Kathleen Lane, *Research Assistants*, *Vanderbilt University*

The intent of this presentation is to introduce Project SUPPORT and INCLUDE, a newly funded technical assistance project. Presenters will provide an overview of the services offered under this project. Their focus is on building school-wide comprehensive three-tiered models addressing the academic, behavioral and social skills needs of students in grades K-12. The importance of monitoring the effectiveness of the primary plan will be discussed and a format for evaluating the plan will be shared.

10:15 - 11:30 am **Breakout Sessions Continued**

Participants will learn how to use data collected as part of the primary plan to decide which students need additional supports. Research-based illustrations will be shared to offer a model of how schools in Middle TN have utilized and benefited from this inclusive model of positive behavior support (PBS) to provide support to all learners including those with special needs.

EasyIEP™ University: EasyIEP™ Best Practices – Capitol II A District Showcase of Innovative Ways to Use EasyIEP™

Christen Hunter, *Public Consulting Group, Inc.* along with staff of the Metro Nashville Public Schools, Hamilton County Schools, Houston County Schools and Rutherford County Schools

Join us as a variety of school districts present how they use EasyIEP™ in their school districts. A few items to be discussed include: the Message of the Day and give-a-way prizes, using HTML – tips and tricks, EasyIEP™ for compliance review and alerts and reporting from a school district's point of view – which reports to view and how often. Designed for Any EasyIEP™ User – Any level.

Theoretical and Practical Implications of Cumberland Ballroom School-Wide Positive Behavior Support for Inclusion of Students with Disabilities in West TN

Esther Plank Bledsoe, *Site Consultant*, Sara Bicard, *Assistant Professor/Project Director*, Kathryn J. Nichols, *Project Coordinator* and Cara Richardson, *Site Consultant, Restructuring for Inclusive School Environments (RISE) Project, University of Memphis*

Students with disabilities are often excluded from general education because of problematic behavior. School-Wide Positive Behavior Support (SWPBS) consists of increasingly intensive interventions to encourage appropriate behaviors for all students. One benefit of SWPBS is that students with disabilities receive interventions in general education that may reduce problematic behavior and increase appropriate behavior to such degree that these students can remain in general education settings. This presentation will discuss how SWPBS can facilitate inclusion and the degree to which students with disabilities benefit from universal, secondary and tertiary interventions.

11:30 am - 1:00 pm **Lunch (On Your Own)**

12:00 - 1:15 pm

“Brown Bag” Mid-Day Sessions (*Bring lunch and learn while you dine. Salads and sandwiches will be available for sale and may be taken to lunch sessions.*)

The Wingman: Roles and Responsibilities of the Paraprofessional in Education

Salon A

Julia C. Belihar, *Lead Paraprofessional Trainer/Support, Metro Nashville Public Schools*

Where would the Pilot be without the assistance and support of his Co-Pilot or Wingman? In this session, the roles and responsibilities of the exceptional educator and paraprofessional will be defined; how to utilize paraprofessionals appropriately in both special and regular education settings, effective communication and collaboration strategies will be discussed; and what paraprofessionals can and cannot do by law will be addressed.

Learning to Speak Up for Ourselves

Salon B

Ned Andrew Solomon, *Director, Partners in Policymaking TN Council on Developmental Disabilities*

This session will underline the importance of youth with disabilities developing self-advocacy skills, from participating in their own IEPs, to being partners in the short- and long-term decisions that are made about their lives beyond high schools. In addition, the audience will learn about the Council on Developmental Disabilities' free leadership and self-advocacy summer training program, the Tennessee Youth Leadership Forum.

Understanding Underachievement in Gifted Learners and Strategies to Reverse the Trend

Salon C

Carol N. Berning, *Supervisor of Gifted Services, Rutherford County Schools*

Some gifted learners do not achieve to their fullest potential. This session will examine reasons why and offer strategies to be used by the student, the classroom teacher and the parent to help reverse the trend.

Response to Intervention: A Team Effort

Salon D

Susan Roberts, *K-12 Literacy Specialist* and Amanda Doty, *School Psychologist, Jefferson County Schools*

In this session, you will hear how one school system has taken a new direction in the implementation of their state approved model for RTI in reading. In collaboration with the special education department, the literacy specialists are moving students down the path to literacy while identifying those with specific learning needs. Hear some suggestions for *quality* classroom instruction, *manageable* tier-one interventions, *documentable* progress monitoring and *data-based* decision making.

12:00 - 1:15 pm Mid-Day Sessions Continued

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

Salon E

Paul Coggins and Meg Thorstenson, *Team Coordinators, CSEFEL – TN Voices for Children*

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional developmental and school readiness of young children birth to age 5. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children has developed extensive, user-friendly training materials, videos and print resources to help early care, health and education providers implement this model.

Let Your Voice Be Heard: Student Curriculum Collaboration Through the Use of Interactive Technology

Salon F

Ashley Talley, *Special Education Teacher* and Maria Warren, *General Education Teacher, Loudon County Schools*

This workshop is designed to help teachers develop nonthreatening activities that encourage students to explore, collaborate and demonstrate their understanding of the curriculum. The purpose of the presentation is to provide teachers with useful tools they can take back to their schools, and not only use in their classroom, but in collaboration with other teachers who are in their district, county or state. Our goal is to give teachers technology tools that will be effective without being overwhelming.

Vocational Rehabilitation: Understanding the Ins and Outs of Eligibility

Salon G/H

Mary Jane Ware, *Program Coordinator for School to Work Transition Services* and Brenda Musgrave, *Staff Development Program Manager, Department of Human Services Division of Rehabilitation Services*

The presenters will answer several questions frequently asked by secondary educators: Who is eligible for vocational rehabilitation services? How is eligibility determined? How/when should the referral be made to Division of Rehabilitation Services (DRS)? What assessments and/or school records are used for determining eligibility? What is an Order of Selection and how does that factor into which students may receive vocational rehabilitation services? This will be an interactive presentation using case studies to give participants a better understanding of the eligibility process used for a variety of disabilities.

12:00 - 1:15 pm **Mid-Day Sessions Continued**

First Aid for Seizures

Memphis

Nancy Buratto, *RN/Clinical Lead* and Demetria Henry, *RN/Clinical Lead*,
Memphis City Schools

Seizures are becoming more frequent among school-age children. What you need to know to protect a child from injury!

Integrating State Standards into the CD Classroom

Knoxville

Kim Vann, *Special Education Teacher* and Stephanie Page, *CDC Educational Assistant*, *Lebanon Special School District*

Presentation will include: classroom proven strategies for increasing memorization, content mastery, independence, self-confidence and improved standardized test scores for students in CDC; teacher-friendly methods for effective teaching of grade level content standards in a CD classroom; and strategies for creating a controlled, yet independent work environment for students, promoting skills necessary for successful future employment.

Student-Driven IEPs Lead the Way through Secondary Transition

Chattanooga

Treva Maitland and Loria Richardson, *Secondary Transition Specialists*,
The Arc of Tennessee

The Arc of Tennessee invites you to join this exciting workshop where we will summarize Dr. James Martin's Self-Directed IEP Program. We will trace the steps in implementing the Student-Driven IEP program and further predict that more students will actively participate in their own IEP meetings with your support. Self-Driven IEPs are evidence-based, will support meeting Indicator 13 and relate directly to the NCTE standard for Communication Skills. Together, we are better, and the students will reap the benefits, during and after their IEP meetings, through the process of Secondary and well into adulthood.

Finding Disability Resources Related to Transition

Jackson

Megan Hart, *Transition & Outreach Coordinator*, *Tennessee Disability Pathfinder*

Tennessee Disability Pathfinder is a statewide project of the Vanderbilt Kennedy Center and Council on Developmental Disabilities that includes: information and referral services provided through a bilingual phone Helpline, Hispanic Outreach Project, community training program and an internet community of local, state and national resources. Information provided will include practical tips on accessing disability resources related to the three main transitions in education – early intervention services, early intervention to school services and school services in adult life.

12:00 - 1:15 pm **Mid-Day Sessions Continued**

High School and Positive Behavior Supports: The Good, the Bad & the Ugly

Capitol I

Toia Jones, *Educational Consultant* and Stacey Cihak, *Project Manager, Connections for Education OUTReach UTK* along with Paula Brown, *Assistant Principal, Austin East High Schools*

Implementation of Positive Behavior Supports in high schools is gaining momentum. National research efforts continue to be made in understanding the factors that impact PBS in the high school setting. This session will examine the successes, pitfalls and lessons learned from an East Tennessee implementing high school.

EasyIEP™ University: EasyIP™ Help Desk LIVE Entire EasyIEP™ Help Desk Support Team

Capitol II

Join us for this bonus lunch session. Bring your lunch and interact with the PCG team. This is your chance to ask questions about EasyIEP™, provide suggestions and meet the EasyIEP™ State and PCG teams. You might also learn about new services from Easy504™, PCG GradPlan™, PCG Paperclip™, EdPlan™ and BehaviorPlus™. You will not want to miss this session, you will learn a lot and laugh a lot at the same time. Designed for Any EasyIEP™ User – Any level.

1:00 - 1:30 pm

Networking Break and Vendor Opportunities

1:30 - 2:45 pm

Breakout Sessions

Seeing Life through a Difference Lens: Working and Communicating with Families

Salon A

Reggie Curran, *Senior Program Coordinator, UT Center for Literacy Studies*, Karen Harrison, *Interim Director, Support & Training for Exceptional Parents (STEP)* and Julie Sullivan, *Director, Family Voices of Tennessee*

There are many areas that shape our thinking and what we do in life: socio-economic status, personal experiences, gender, geographic location, culture, education and our children's needs and abilities, to name a few. Because we are all at varying places in each of these areas, how can we communicate with the families of our students in ways that benefit all of us? This session will discuss the effects of some of these areas on our different views with the goal of enhancing communication skills.

1:30 - 2:45 pm

Breakout Sessions Continued

Using the K-12 Intellectually Gifted Scoring Grid: It's Not as Easy as You Think!

Salon B

Tara Strang, *School Psychologist, Hamilton County Schools* and Leah Meulemans, *Teacher of Gifted & President of the TN Association for the Gifted*

This session will entail a discussion of the 2007 Intellectually Gifted Criteria. Extensive experience with using the new gifted criteria has revealed that there are difficulties with interpreting the Target Instrument versus point attainment requirements. There will be a detailed explanation of the scoring grid and the various assessment options that can be used to satisfy the eligibility requirements.

Progress Monitoring 101

Salon C

Melanie Patton, *Director of Evaluation Services, Division of Special Education*

This presentation will outline the essential components of progress monitoring, choosing appropriate progress monitoring tools, implementing progress monitoring, charting data and using the data to make decision regarding effectiveness of interventions. The new SLD criteria requirements for progress monitoring will also be discussed in the context of LEA implementation.

What do we do after we have entered our data into TOPS?

Salon D

Ed O'Leary, *Educational Consulting, Inc.*

You've gone through the TOPS training. You've conducted the file reviews and self-assessments. You've entered the data into the online system. So, what's the next step in using the data for improvement, planning and demonstrating results? Dr. O'Leary will talk about how you can use your data and demonstrate several new features and reports that are available to districts for improvement planning and reporting correction of noncompliance in relation to Indicator 13. This is a repeat of the session earlier today at 10:15 am

New High School Graduation Requirements

Salon E

Joseph Fisher, *Assistant Commissioner, Division of Special Education* and Branson Townsend, *Executive Director, Office of Secondary Education, Division of Accountability, Teaching & Learning*

This session will provide an overview of the new high school graduation requirements with a focus on frequently asked questions as related to the new requirements. This session will also be repeated Friday at 7:20 am.

1:30 - 2:45 pm

Breakout Sessions Continued

Class-Wide Applications of Positive Behavior Supports (PBS): Group Contingencies and Peer Interventions

Salon F

Richard Bumbalough, *Project Coordinator*, Amy Johnson, *Project Coordinator* and John J. Wheeler, *Director, Positive Behavior Support & Inclusion Initiative*

This session will focus on class-wide applications of PBS that address the relationship between social/behavioral performance and academics. We will discuss proactive methods to prevent challenging behaviors in the classroom. Attendees will learn how to implement group contingencies and peer interventions to improve academic performance.

Early Childhood Outcomes: The Painless Path to Successful Documentation

Salon G/H

Melanie Hatcher, *Middle TN Preschool Consultant, Division of Special Education*, Joanna Wade, *Trainer/Mentor, TN Early Intervention System* and Robin Disney, *Preschool Coordinator, Cheatham County Schools*

Information, helpful hints and advice about Early Childhood Outcomes (ECO) will be provided in this session. Specific ideas for successful documentation of ECO data will be given by the experts. This presentation will help LEAs document ECO entrance and exit data for all children ages 3-5 with an IEP. This session will also be repeated at 3:15 pm.

Effective Instruction

Memphis

Tracy Allen, *Lambuth Linx, Lambuth University*

This presentation will model how effective instruction looks in the classroom using research-based instructional strategies. Participants will be taught how to use six differentiated instructional activities to help students make SENSE out of learning, which may be used by K-12 teachers. These research-based strategies will increase student achievement by increasing their involvement in learning, and they are great for the inclusion setting as well as the general education setting. At the end of the session, the audience will be able to take all six hands-on strategies with them that can immediately be used in the classroom.

Transition 101

Knoxville

Lee Ann R. Rawlins, *Program Coordinator, Center on Disability & Employment UT Knoxville*

Successful transition of students with disabilities means a coordinated set of activities with an outcome-oriented process, which takes into account the student's needs, preference and interests. This definition makes transition sound easy, but, as professionals in the field of education, we realize that it is not that simple. Therefore, this session will focus on areas to strengthen the overall transition process, beginning with IEP formation to student exit

1:30 - 2:45 pm

Breakout Sessions Continued

from secondary education. It will include discussion of how to write appropriate IEP goals, how to access community supports and a host of other topics directly related to the needs of education professionals.

Embedding Social Skills into any Curriculum

Chattanooga

Ann Kennedy, Autism Consultant, Hamilton County Schools

During this presentation, the participants will learn how to teach social skills while still focusing on academic standards. Students with autism and other developmental disabilities require just as much instruction in social understanding and instrumental skills as they require for math or reading, but there seems to be little time in which to teach this. Participants in this workshop will learn practical ways to embed social and behavioral instruction into everyday activities in the classroom and school setting.

Sensory, Keeping It Real!

Jackson

Jackie Bryson, Occupational Therapist and Lisa Nezwazky, Physical Therapist, Memphis City Schools

We are all sensory-based learners (visual, auditory, kinesthetic, touch, olfactory and vestibular). We may differ in the extent that we seek or avoid specific sensory input. Keeping the brain “engine” primed for learning strengthens the student’s ability to engage in learning activities throughout the day. Come glean ideas on strategies you can use in the classroom and learn how these strategies work.

Standards-Based IEPs: the Background, the Issues & Practical Advice for Implementation

Capitol I

Donna Parker, State Personnel Development Grant Consultant, Division of Special Education

Does your LEA write quality, defensible, standards-based IEPs? How do you know? LEAs are now getting pressure from multiple sources to write IEPs more closely aligned with general curriculum standards. The regulatory and best practices background for standards-based IEPs will be presented. The reasons why this is a hot topic will be discussed. Participants will receive some basic practical advice on writing standards-based IEPs and evaluating the quality of an IEP in the context of alignment with the TN Curriculum Standards. Staff training, progress monitoring, progress monitoring tools and writing defensible IEPs will be a part of the conversation. This session will also be repeated on Friday at 7:20 am.

1:30 - 2:45 pm Breakout Sessions Continued

EasyIEP™ University: Calendars and Progress Reports Capitol II
Eng Keovilay and Susan Schwartz, *Public Consulting Group, Inc.*

This is an update on setting up your calendars and reporting periods in EasyIEP™. Learn all about the most recent features and tips for setting up calendars and reporting period for your district. In this session, we will answer questions such as: 1) When do I set up a custom calendar? And, 2) What should I name my report periods? Bring your questions or send them ahead of time to your trainers to make sure they cover what you want to know specific to your school district. Designed for any EasyIEP™ user – Administrative level.

Findings and Issues from Research in Early Childhood Development Cumberland Ballroom

Alma Watson, Lissy Gloeckler, Kimberly Hale, Megan Peters and James Fox, *East TN State University*

This session will consist of a series of four presentations that address: a) the effects of environment on young children's development; b) the importance of growth promoting relationships on self-regulation, problem solving and conflict resolution in young children; c) a research-based strategy, Dialogic Reading, to enhance oral language development in young children; and d) classroom-based methods and instruments for assessing behavior problems and competencies of young children in preschool and early grades. Discussion and audience participation will be encouraged. This session will continue after the break.

2:45 - 3:15 pm Break

3:15 - 4:30 pm Breakout Sessions

SIMplifying Inclusion for Middle and High School Students Salon A
James E. Calder, *Professor/PBSI Consultant* and Craig J. Rice, *Associate Professor/PBSI Consultant, Middle TN State University*

This presentation is designed to introduce the participants to components of the Strategies Instructional Model (SIM) which was developed by the Center for Research at the University of Kansas. The focus will be on learning strategies designed to develop more independent and strategic learners as well as teaching routines designed to develop more strategic teachers.

3:15 - 4:30 pm

Breakout Sessions Continued

Building Capacity of Special Education Programs through Quality Mentoring and Coaching **Salon B**

Susan Bolt, *Special Education Supervisor*, Carol Marshburn, Valerie Priddy, Vickie Gibson, and Nancy Day, *Mentor Teacher Coaches, Knox County Schools*

The Knox County Special Education Mentor Teacher Coaches provide individual support to teachers in a variety of ways. Mentor Teacher Coaches assume the role of teacher, facilitator, cognitive coach and colleague by modeling research-based teaching methods and strategies, providing support for accountability and procedural issues and acting as professional role models for teachers. In this session the following specific areas will be addressed: 1) School district advantages of a full-time mentoring program for special education teachers; 2) Special Education Mentor Program structure; 3) Mentor teacher roles in the schools; 4) Challenges of the mentoring program; and 5) Essential components of a successful mentor teacher coaching program.

Assistive Technology on a Shoestring Budget

Salon C

Julie Burnett, Julie Hayes, Alice Johnson, Pam Feldhaus, Kim Adkins, Pam Galbreth and Mary Leta Shavers, *The Bedford County Schools AT Team*

This presentation will cover many low cost and free Assistive Technology tools that can be used in the classroom. Many free websites will be reviewed, as well as how to make low cost interventions with common items found at your local department store. Areas of AT that will be covered include: computer access, handwriting, self-care, communication, autism, vision, reading, math, ADHD and positioning.

STRIVE District-Wide Inclusion Model:

Salon D

A Research-Based Professional Development Program

Sandra Cooley Nichols, *Project Director/Designer* and Domeniek L. Harris, *Project Facilitator, University of Memphis*

The STRIVE district-wide inclusion model is a research-based professional development program that is tailored to address the concerns of individual school districts. The model consists of 6 modules which focus on fostering cooperative educator relationships and implementing best practices in inclusion. During this session, an overview of the STRIVE model will be presented and the effect on student outcomes will be discussed.

3:15 - 4:30 pm

Breakout Sessions Continued

Positive Behavior Support, Three-Tiered Academic Interventions and Inclusion: Current Status and Recent Findings from 5 State Funded Projects

Salon E

Leia Blevins, *Associate Director, ETSU PBSI Project*, Sara Bicard, *Director* and Esther Plank, *Site Consultant, University of Memphis Project RISE*, Kathleen Lane, *Director* and Wendy Oakes, *Research Associate, Vanderbilt Project Support and Include*, John Wheeler, *Director, TTU PBSI Project* and Stacy Cihak, *Interim Project Manager, UTK Connections for Education OUTReach*

This session will consist of a roundtable discussion by representatives of state funded projects at East TN State University, University of TN Knoxville, TN Tech University, Vanderbilt University and University of Memphis. The presenters will briefly describe how their projects work collaboratively with their respective school districts to provide training and technical assistance with positive behavioral support, three-tiered academic interventions and inclusion. Updates on applied research findings in each of these areas will also be discussed. Audience participation in this discussion will be encouraged.

Strategies for Working with the Gifted

Salon F

Beth O'Shea, *Gifted Services Coordinator, Robertson Academy*

This session will provide an overview of the nature and needs of gifted learners and an exploration of effective strategies for addressing these needs in the classroom. Participants will leave this session with a better understanding of the unique learning needs of gifted learners and ideas for differentiating instruction to promote complex thinking and advanced learning.

Early Childhood Outcomes: The Painless Path to Successful Documentation

Salon G/H

Melanie Hatcher, *Middle TN Preschool Consultant, Division of Special Education*, Joanna Wade, *Trainer/Mentor, TN Early Intervention System* and Robin Disney, *Preschool Coordinator, Cheatham County Schools*

Information, helpful hints and advice about Early Childhood Outcomes (ECO) will be provided in this session. Specific ideas for successful documentation of ECO data will be given by the experts. This presentation will help LEAs document ECO entrance and exit data for all children ages 3-5 with an IEP. This is a repeat of the 1:30 pm session.

3:15 - 4:30 pm

Breakout Sessions Continued

Helping Your Child Grow: Parent Guidebooks for Children Birth-3 and 3-5. Understanding the TN Early Learning Standards (TNELDS)

Memphis

Reggie Curran, *Senior Program Coordinator* and Lisa Crawford, *Early Literacy Coordinator, UT Center for Literacy Studies*

Through funding by the TN State Improvement Grant (SIG), we have created two guides for parents to help them understand the meaning of the TNELDS, and how to help their children grow physically, cognitively, emotionally, socially and creatively. These free publications can be used to show families what they can do to encourage healthy development in their children.

To FBA or Not: That is NOT the Question!

Knoxville

Michael Rohr, *Owner/Director/Behavior Analyst, Behavioral and Counseling Services, LLC*, Pam Chmelik, *Special Education Director* and Angela Jones, *Behavioral Analyst, Benton County Schools*

It is not a choice! Schools must develop a functional Behavior Assessment (FBA) and implement interventions as needed. But how can you do it within your schools systemic parameters and lack of specific professional resources? THAT is the question this session will help you answer!

Friends Life: “An extraordinary place where our Friends experience the ordinary miracles of life”

Chattanooga

Bryan Doleshel, *Executive Director* and Stephanie Anderson, *Program Development Specialist, Friends Life*

Daily life begins with a simple desire to love, laugh and live in relationship with others. Though that might seem common and ordinary to some, it can be a daily struggle for adults with developmental disabilities. As our doors open each day, our Friends experience a genuine sense of community in an environment that unlocks those ordinary miracles of life. They thrive as they encounter adults who come along side them to befriend, mentor, develop and equip them to live out their simple desires.

Our Friends experience community, perhaps for the first time in their lives, and are immersed in love, laughter and relationships; life at its fullest in a community with those around them. Friends Life exists to help our friends become integrated members of their community, while learning that they play a significant role in the organizations and businesses of Nashville. Friends Life focuses on the core areas of education, recreation and employment. These core areas are expressed through the incorporating of our overall values of independence, community, relationships and integrity.

3:15 - 4:30 pm

Breakout Sessions Continued

Special Session for BASE-TN Grantees

Jackson

Cleo J. Harris, *Director, BASE-TN Initiative*, joined by Joseph E. Fisher, *Assistant Commissioner, Division of Special Education*

This is a private session is designed for the universities and colleges that receive support through the BASE-TN Initiative and will address the current BASE-TN Guidelines with an emphasis on implementation; BASE-TN follow-through and accountability requirements; revised management documents; authorization to credit awards to students' accounts; end-of-year reporting; monitoring and compliance issues; 2010-2011 program recruitment requirements; and pertinent budget information.

"Tune-ups or Overhauls?" Bringing Behavioral Programming in for a Check Up

Capitol I

Dana Simpson, *Behavior Consultant*, Glenn Barnes, *Health Services Provider Psychologist*, Candice Willmore, *School Psychologist*, Michael Neal, *School Psychologist*, and Angela Trapp, *Professional Counselor*, *Warren County Schools*

A myriad of approaches and a continuum of services are necessary to support the student whose behavior tells us that something is wrong. Much like mechanics, we use our skills to decide what needs maintenance, or what procedures can be used to "flush out" the problem. Through specialized "Summer Behavior Institutes" for paraprofessionals, "Behavior Support Labs" in some elementary schools, "Family Partnerships" beyond the school day, "Bus Driver Institutes" and adopting school-wide positive behavior supports philosophies Warren County Schools has found some interesting tools to add to their "Behavior Tool Box."

EasyIEP™ University: EasyIEP™ Administrator Training 2.0 – Training for the Experts

Capitol II

Eng Keovilay, Will Fuller and Susan Schwartz, *Public Consulting Group, Inc.*

This is for Power Users who are ready to take the next step. We will review advanced access features such as the Student History page, edit and delete, workspace vs. history, compliance and EasyIEP™, active vs. inactive, event types, automatic email alerts, compliance emails, options of service calculations and impersonating users. If you are ready to learn the next steps, we are ready to teach you. At the end of this session, you will be given the opportunity to complete a checklist of features that you wish to have turned on for your school district. Designed for Advanced EasyIEP™ users – Administrative level.

Findings and Issues from Research in Early Childhood Development

Cumberland Ballroom

Session continues

Friday, February 26, 2010

7:00 - 8:30 am **Coffee Break** **Ballroom Foyer**

7:20 - 8:20 am **Early Bird Sessions**

Self-Determination and Career Planning Model **Salon A**
Incorporated in TN Schools

Crystal Goodwin-Melvin, *Self-Determination Trainer, UT Center on Disability and Employment*

This session will explore the need for self-determination and self-advocacy and the roles in every transition process. Participants will hear how students, teachers, principals and school administrators are responding to the outcomes and how they too can start a revolution by incorporating innovative practices of self-determination as a way to improve the transition process.

Identifying and Serving English Language Learners in **Salon B**
Special Education

Jan Lanier, *ESL Coordinator, Department of Education Federal Programs*

English Language Learners have the same rights to special education services as any other students in TN schools. Identification and service may be challenging. TN has gone from over-identification of this special population for Special Education to under-identification. Recent revisions to accommodations will be discussed.

Don't Duck Mental Health with I.C. HOPE® **Salon C**

Joanna Bane, *Erasing the Stigma Coordinator* and Tom Starling, *CEO, Mental Health Association of Middle TN*

How do you expose students to sensitive mental health topics? For 10 years, many schools have called upon I.C. HOPE®, a curriculum and duck puppet that teaches children not to “duck” mental health. I.C. HOPE® teaches children how to handle bullies and bad days, and older youth learn about eating disorders, co-occurring disorders and suicide prevention. Learn how a warm and inviting presence can help bridge tough conversations.

Standards-Based IEPs: the Background, the Issues & **Salon D**
Practical Advice for Implementation

Donna Parker, *State Personnel Development Grant Consultant, Division of Special Education*

Does your LEA write quality, defensible, standards-based IEPs? How do you know? LEAs are now getting pressure from multiple sources to write IEPs more closely aligned with general curriculum standards. The regulatory and best practices background for standards-based IEPs will be presented. The reasons why this is a hot topic will be discussed. This is a repeat of the session on Thursday at 1:30 pm.

7:20 - 8:20 am *Early Bird Sessions Continued*

New High School Graduation Requirements

Salon E

Joseph Fisher, *Assistant Commissioner, Division of Special Education* and
Branson Townsend, *Executive Director, Office of Secondary Education,
Division of Accountability, Teaching & Learning*

This session will provide an overview of the new high school graduation requirements with a focus on frequently asked questions as related to the new requirements. This is a repeat of the session on Thursday at 1:30 pm.

Pathways to School Readiness: Working with Parents and Teachers to Prepare Children for Kindergarten

Salon F

Reggie Curran, *Senior Program Coordinator, UT Center for Literacy Studies*

In this time of academic accountability, children need to be ready for school when they arrive on the first day of kindergarten. There's no time to slowly develop so parents need to help them to be ready. Most parents are eager to help, but don't know the best ways to go about doing it. The Pathways Schools Readiness Grant created a model for teacher-parent collaboration that included focus groups, "kindergarten 101" workshops for parents and summer instruction for teachers on teaching the curriculum by including play.

Early Childhood Outcomes: Where Are We Now and Where Are We Going? National Trends and Analyzing Data

Salon G/H

Debbie Cate, *Technical Assistance Specialist, NECTAC*

This session will highlight national trends emerging from the collection of Early Childhood Outcomes (ECO) data. Current issues and challenges related to collecting and analyzing ECO will be discussed.

EasyIEP™ University: Data Importing

Capitol II

Will Fuller, Christen Hunter and Rebecca Schneider, *Public Consulting Group, Inc.*

How can we help you to automatically import your student data? The goal is for all LEAs to import student data automatically. It will save time and reduce errors. PCG has several new, low cost options available for non-SSMS districts still manually entering student data. We will also review data imports from TEIDS, importing parental data and cleaning up graduated student records. Designed for Any EasyIEP™ User – Administrative level.

8:30 - 9:45 am

Breakout Sessions

Innovative Services Delivery Models for the School-Based Speech/Language Pathologist **Salon A**

Cheryl Meadors, *Lead Speech/Language Pathologist*, Kelly Bruck, *Occupational Therapy Assistant*, Sara Call-Hughes, *Speech/Language Pathologist*, Colleen Hatcher, *Speech/Language Pathologist* and Crystal Lumm, *Speech/Language Pathologist*, *Metro Nashville Public Schools*

Models of service delivery in public school speech/language therapy are changing to provide more effective, evidence-based, inclusive intervention. This presentation is a demonstration and discussion of “Speedy speech” articulation therapy, therapy co-treatment with another related service provider and strategies to engage special needs students and promote active participation during large group instruction in the general education classroom.

The Upper Cumberland AT Center - A Virtual Center and Living Technology: How to Use This Unique Approach to AT Delivery for Students with Disabilities in Inclusion Settings **Salon B**

Sheila Pemberton, *Special Education Supervisor*, Linda Archer, *Occupational Therapist/AT Coordinator*, Tim Copeland, *School Psychologist/AT Consultant*, Robin Bowman, *Special Education Teacher* and Tricia Hicks, *Speech Therapist*, *Overton County Schools*, Amelia Sturgill, *Speech Pathologist/Preschool Teacher*, *Fentress County Schools*

The Upper Cumberland Assistive Technology (UCAT) Center was created under a grant from the State Department of Education Division of Special Education Office of Assistive Technology. The UCAT Center is a unique AT Service Center model that combines: a “virtual” AT center via an online resource – www.ucatech.com – to showcase available resources; technology-rich demonstration inclusion classrooms in five Upper Cumberland counties; and a multi-sensory AT team to provide on-site assessment and loan equipment or software for student evaluations. Panel discussion will address how to create a virtual center and details about the demonstration classrooms in Overton and Fentress counties.

Creating a Culture of Coaching in Special Education Classrooms **Salon C**

Kayren Craighead, *Special Education Coordinator*, Jamie Martin, *Special Education Instructional Coach* and Karen Jarratt, *Special Education Instructional Coach*, *Sumner County Schools*

This session will highlight Sumner County’s instructional coaching program as it applies to Special Education. Specifically, participants will hear an overview of the use of coaches and the coaching model adopted by Sumner County. Areas to be covered will include: Positive Behavior Supports, math, reading, inclusion, self-contained classes and transition.

8:30 - 9:45 pm

Breakout Sessions Continued

Web-Based Training Materials on Evidence-Based Practices for Use in Professional Development

Salon D

Naomi Tyler, *Co-Director* and Zina Yzquierdo, *Vanderbilt University IRIS Center*

Representatives from the IRIS Center at Vanderbilt University will provide hands-on training with their free, online resources covering a wide range of evidence-based topics. Those to be showcased include: The RTI series, which was developed for the State and the behavior series, featuring a new module on Functional Behavior Assessment that provides practice conducting an FBA analysis using classroom videos. As schools statewide begin implementing products and practices purchased with ARRA funds, school leaders will be particularly interested in the brand new module on fidelity of implementation, which can help ensure that teachers will get the anticipated outcomes in their classrooms. Participants are encouraged to bring laptops to participate in hands-on activities.

Steps to Success – A Practical Guide to Transition for Parents in Tennessee’s Early Intervention System (TEIS)

Salon E

Jill Richardson, *Training & Workforce Development Coordinator* and Teresa McMahan, *Trainer/Mentor, TEIS*

TEIS has developed a Transition Source Book titled “Steps to Success” to be used as a resource in preparing families for transition from Part C to Part B and/or other community programs at the age of 3. The Source Book is accompanied by seven topic sheets that provide specific activities related to transition to be used by early intervention providers and families during their preparation for transition. Participants in this session will learn the information and activities that early intervention personnel are providing to parents in regards to early childhood transition.

Autism Spectrum Disorders: Characteristics, Interventions and Support

Salon F

Ira N. Canada, *Exceptional Education Consultant, Hamilton County Schools*

Presentation will cover inclusion and the collaborative efforts needed to make for a successful inclusive school experience for students with autism spectrum disorders. Areas to be included are: building relationships, co-planning, grading process, non-negotiables and more.

8:30 - 9:45 pm

Breakout Sessions Continued

Designing Exemplary Programs for Gifted Learners: What Do They Look Like?

Salon G/H

Tamra Stambaugh, *Director/Professor, Vanderbilt University*

What are the best research-based practices for providing services to gifted learners? What do exemplary programs for gifted learners have in common? This session will focus on what district leaders and teachers need to know to design exemplary services for gifted learners in the areas of curriculum, instruction, management, social/emotional development, identification and access.

The Relationship Between Teacher and Paraeducator

Memphis

Andrea Mayfield and Janin Brock, *Regional Consultants, Division of Special Education*

This workshop session will refine teachers' knowledge of the role of supporting paraeducators. It will also improve teachers' skills in providing leadership for paraeducators.

I have an Intellectual Disability, BUT I'm also a College Student at Vanderbilt University

Knoxville

Tammy Day, *Next Step Program Director*, Alice Kim, *Next Step Program Coordinator*, Elise McMillan, *Co-Director, UCEDD, Vanderbilt Kennedy Center*, Elizabeth Story, *Student* and Edward Nesbitt, *Student, Vanderbilt University*

Join us as we hear from some of the first students in the Next Step at Vanderbilt Postsecondary Education Program. The students will speak about their college classes, their internships and their social activities. The staff will provide details on eligibility, applications, tuition and funding. Together they will shed light on what middle and high school students should be doing to prepare for college now.

Exploring Assistive Technologies: Using Tools for a Successful Classroom

Chattanooga

Jeremy Wendt, *Assistant Professor* and Jason Beach, *Instructor, TN Tech University*

Preview and try out a variety of useful assistive technologies for the classroom with a focus on special needs students. Some of the tools demonstrated will be: The Reading Pen, Quicktionary Translating Pen, Trackballs, Sympodium, various iPod accessories, Speech Recognition, USB Touch Pad, Interactive Overlay Board, Video Magnifying Mouse and more.

Friday, February 26, 2010

8:30 - 9:45 pm

Breakout Sessions Continued

Growing SWPBS in Metro Nashville Public Schools

Jackson

Ginny Stohl, *Lead Psychologist*, Rob Roberts, *School Psychologist* and Holley Roberts, *School Psychologist, MNPS*

School Psychologists/SWPBS Coaches from Metro Nashville Public Schools will present the latest data on growth and progress in their district. They will show the most recent data from schools in their second year or more of implementation and discuss the barriers and successes of the expansion process.

Implementing RTI Using Title I, Title II and CEIS Funds: Key Issues for Decision Makers

Capitol I

Debra E. Owens, *Associate Executive Director of Federal Programs*, Jan Lanier, *ESL Coordinator* and Veronica McDonald, *Director of Special Education Program Improvement, State Department of Education*

As Response to Intervention (RTI) expands across the country and in the State of Tennessee, the one question that arises more than any other is how federal funds may be used to support RTI? This presentation will provide general background information about each of these three federal programs, as well as illustrate how these federal funds may be used to support RTI in public schools.

EasyIEP™ University: Control Your Own EasyIEP™ Destiny – How to Manage Your Own Users

Capitol II

Susan Schwartz, Will Fuller and Christen Hunter, *Public Consulting Group, Inc.*

PCG recognizes that you are working with many students and users. We have new administrative tools to empower you to manage your data. Instead of requesting user type access or permission via the message board, learn how to do it yourself. Control you EasyIEP™ destiny! You can have as many user types as you want, but should only have as many as you need. Designed for Advanced EasyIEP™ Users – Administrative level.

TCAP Assessments 101

Cumberland Ballroom

Lori Nixon, *Special Education Assessment Consultant, TN Department of Education Office of Assessment*

This presentation will include a brief overview of TCAP Achievement, Modified Assessment, Portfolio, EOC and Writing. Information regarding accommodations pertinent to each assessment will also be included.

9:45 - 10:15 am

Break

Friday, February 26, 2010

10:15 - 12:00 pm

Closing Session

Nashville Ballroom

Keynote - Special Education: Our Current and Future Role in School Reform

Doug and Lynn Fuchs, *Vanderbilt University*

This presentation will focus on the future role of special education within the context of the RTI education reform. After an RTI framework is presented, current and future roles of special educators will be discussed, with a focus on reforms to enhance outcomes for students with disabilities. This session will provide an opportunity to explore the changing role of special educators and related services personnel. Increased accountability for student results will also be discussed and some of the latest research in the field will be presented.

Exemplary Program Awards, presentation by Joseph E. Fisher

Yoakley Award, presentation by Joseph E. Fisher

12:00 pm

Conference Concludes



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